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ABSTRACT

This book contains selected papers presented at a working conference, "Cultural Diversity: Implications for Education", held in 1991. The issues explored cover such areas as cultural therapy as a means to enhance student-teacher relationships; the differences in attitude and motivation of immigrant and domestic minority youth; the implications of tracking; the interrelationships of students' family, peer, and school worlds; and second language acquisition and native language loss. The following papers were presented: "Cultural Diversity and Its Implications for Schooling: A Continuing American Dialogue" (Ann Locke Davidson and Patricia Phelan); "The Processes of Culture and Person: Cultural Therapy and Culturally Diverse Schools" (George Spindler and Louise Spindler); "Students' Multiple Worlds: Navigating the Borders of Family, Peer, and School Cultures" (Patrician Phelan, et al.); "Perspectives on Language Maintenance and Shift in Mexican-Origin Students" (Lucinda Pease-Alvarez and Kenji Hakuta); "Hispanic Cultural Psychology: Implications for Education Theory and Research" (Marcelo M. Suarez-Orozco and Carola E. Suarez-Orozco); "Research and Policy in Reconceptualizing Family-School Relationships" (Concha Delgado-Gaitan); "For Teachers: Some Sketches of Curriculum" (Reba Page); "Cultural Diversity and Conflict: The Role of Educational Anthropology in Healing Multicultural America" (Henry T. Trueba); and "The Voices of Professional Educators" (Harry Handler, et al.). References follow chapters. Contains an index. (GLR)

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